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PREFACE

This Department has organised in the past a number of training courses on Sample Survey Methods for the staff of the State Institutes of Education/State Councils of Educational Research and Training and officers of the Departments of Education of different States as a follow up of the Seminar on the Role of Sample Surveys in Education held by the erstwhile Survey and Data processing Unit of the National Council of Educational Research and Training in 1980. The seminar had recommended that adequate provision for training of the staff at the State and District levels in sample survey methodology should be made. These courses were planned and designed to meet the training needs of the State level staff. The main purpose of these courses was to provide training in the use of sample survey methods for collection of educational data and for conducting surveys on problems of contemporary interest in education.

These training courses lacked practical orientation to preparation of sample survey proposals and designs although sample proposals were developed in some of them. Basics of sampling techniques were taught in these courses but the logistics of conducting educational surveys could not be taken up in detail because of their limited objective. It was felt that workshops of this type will help in making up this deficiency.

As an essential input a number of topics were discussed by the survey faculty as well as by distinguished academics and outside. The subjects discussed included besides other topics, the role of sample surveys, different methods of selecting samples, identification of problems for surveys in education, tools for data collection, preparation of survey proposals, analysis of data and preparation of survey reports. Lecture discussions were supplemented by practicals to refresh and recaputulate their theoritical knowledge so that they could use their skill in the preparation of survey designs and in the selection of samples. It is hoped that this twelve-day workshop organised by the Department of Measurement, Evaluation, Survey and Data Processing will greatly help the participants in planning and organisation of sample surveys in the field of education in their respective States.

I am very grateful to the different State Institutes of Education, State Council of Educational Research and Training and Training Colleges for nominating their officers for this workshop and to the participants for attending it with keen interest and zeal. I also express my gratitude to Prof. A.S. Seetha Ramu, Institute of Socio-Economic Change, Bangalore for inaugurating the workshop and to Vidyasagara Prof. M.P.L. Sastry, President, Mysore Education Society, Bangalore for presiding over the inaugural session. My thanks are also due to Prof. D.[illegible] Desai, Prof. M.S. Yadav, Prof. T.S. Rao, Prof. K.N. Hirriyanniah and Shri D. Basavaya for acting as resource persons and delivering stimulating lecturers on different topics. I am grateful to Smt., Shanta R. Divakar, Principal, M.E.S Teachers College, Bangalore for acting as the Honorary Director of the workshop, to our colleagues, academic and administrative, for lending logistic support and to the college management for providing necessary facilities. Finally, I thank my colleagues in the Department for their enthusiastic support and valuable contribution to the workshop and to Dr. C.L. Kaul, Reader, Co-ordinator of the workshop, in particular, for organising the workshop and preparing this report in collaboration with Dr. J.K. Gupta, Reader.

(P. M. Patel)
Prof. & Head

ACKNOWLEDGEMENT

Experience gained from the previous training courses on Sample Survey Methods in Education revealed that there was a need to incorporate the knowledge of sampling techniques in sample survey proposals. Therefore, the present workshop was organised as a practical exercise in this direction. It would not have been possible to achieve the objectives of the Workshop without the active co-operation of State representatives, resource persons and the survey faculty of the Department of Measurement, Evaluation, Survey and Data Processing, N.C.E.R.T., New Delhi.

We are thankful to Prof. Shanta A. Diwakar, Principal, M.E.S. Teachers College, Bangalore for acting as the Honorary Director of the Workshop and the Management of the College for providing the venue. Their unstinted co-operation has been helpful in making this workshop a success. Our thanks are due to the participants from the states and their State Governments for having deputed them for the workshop. The resource persons and the survey faculty of N.C.E.R.T. deserve special appreciation for their valuable contribution in the [illegible] all round made in this direction.

INAUGURATION

Professor Shanta A.Diwakar, Principal, M.E.S. Teachers ollege welcomed the officers from the States, resource persons, he Chief Guest, Vidyasagara Professor M.P.L.Sastry, President, ore Education Society, Bangalore and other distinguished uests. Presiding over the Inaugural function Professor Sastry ighlighted the importance of research support for solving ucational problems.

In his inaugural address Professor A.S.Seethan Ramu, nstitute of Socio-Economic Change traced the geneses of sampling chniques and their application in socio-economic research. ample survey methods have been used for research in all fields of knowledge. There is practically no difference between their pplication in scientific research and social science research. In both, the researcher tries to increase the frontiers of nowledge besides attempting to find solution to the problems f scientific or social nature including educational problems.

Professor Seetha Ramu exphasised the need for providing y up-to-date statistics for the purpose of effective ation of educational plans and for administrative decision on the basis of ground realities, rather than on the basis nches or guess work. He stressed on the need for building tional information system which can provide information the use of administrators and planners through properly planned sample surveys instead of collection of data on complete enumeration basis which is not always desirable as it is uneconomic and often takes much longer time to provide desired information. Sample survey methods are quick in providing the data, within calculable margins of error which can be controlled by training the investigators whose number will be less. The sources of error can be controlled by properly designing the tools of data collection. Although sampling methods have been used in agriculture, such as crop surveys or in National Sample Survey (NSS) rounds in house hold income studies etc., in education it is a recent phenomenon. It is in some of the recent rounds of NSS education has figured as a social consumption. Professor Seetha Ramu stressingthe need for increasingly employing sample survey methods in education said that such sample studies could be in the area of evaluation of various schemes of students scholastic evaluator, educational facilities, studies or disparity in educational opportunities, attitudinal studies etc. He inaugurated the workshop with the observation that the participants should be able to take up studies planned in their States and offer solutions to some of the vexing problems on the basis of their findings.

INTRODUCTION

The need for a good data base for formulation of educational policies and planning of educational facilities is recognised by all. In an age of scientific development we can no longer rely on our hunches and guess work for making decisions. Though a lot of data is available through annual census of educational institutions, results of which are published by the State and the Central ministries of education, there are [illegible] a number of items on which information is not available. Therefore, it is important that an information system in education is built for providing data for formulation of educational policies and planning and administration. Well [illegible] sample surveys have an important role to play in meeting the data needs of the educational system through which items on which data are needed are properly identified and efforts are made to collect these data at minimum cost in terms of money, manpower and time with desired accuracy and provide these timely.

METHODOLOGICAL ISSUES:

If sample surveys are to be used for providing data [illegible] educational information system, a number of methodological issues, such as sampling techniques, size of the sample, tools for data collection, analysis, report writing [illegible] to be clarified.

OBJECTIVES:

The Department of Measurement, Evaluation, Surveys and Data Processing has so far conducted five all-India and five regional training courses on application of sample survey methods for the Officers of State Education Department, SIE's/SCERT's/DIETS. It was felt that a take off stage had reached when Workshop with the following objectives may be organised.

1. Identification of problems for surveys in education.
2. Preparation of proposal for surveys on educational problems.

With these objectives, a twelve-day Workshop on Development of Sample Survey Designs in Education was organised at the M.E.S. Teachers College, Malleswaram, Bangalore-3 from December 9 to 20, 1991, both days inclusive.

As a preliminary to the Workshop, the methodological issues were discussed side by side with the development of sample survey proposals for the study of problems identified in course of discussions. The methodological issues are listed below :

1. Role of surveys in education-need for surveys to provide data for educational planning a [illegible] and problem solving and evaluation.

Different types of surveys- Variation in respect of coverage, objectives, source of data etc; examples of educational, demographic and socio-economic [illegible] of sample surveys, complete enumeration.

Planning and organisation of a survey - objectives, coverage, tools of data collection, control, [illegible] organisation of field work etc; consideration of cost and precision; preparation of a survey proposal.

Basic concepts - population and sample; sampling and non-sampling errors; simple random sampling.

Population and sampling frame for selecting sample, problems and their solution.

Sampling methods- probability and non-probability sampling procedures; quota sampling, judgement sampling etc.

Methods of selecting [illegible] samples; [illegible] Sampling.

Stratification of population, stratified and two stage sampling procedures; cluster sampling.

Problem of sample size.

PPS sampling; complex sampling designs for large scale sample surveys in education.

11. Preparation of surveys schedules and questionnaires.

12. Practical consideration in organisation of educational surveys; training of staff, control of bias; supervision and scrutiny of data; general administrative problems.

13. Compilation, tabulation and analysis of survey data;

14. Presentation of survey findings; preparation of report.

DOCUMENTATION: Notes on methodological issues were circulated for discussion so that it could be possible to decide the appropriate sampling procedures that could be adopted for the study of problems for investigation, plans for which were developed in the Workshop. These sample survey proposals are given in Appendix I.

PARTICIPATION: Eighteen Officers from various SIE's/SCERTs including two local participants from M.E.S. Teachers College, Malleswaram, Bangalore attended the Workshop. There was one representative each from Assam, Gujarat, J & K, Kerala, Punjab, Maharashtra and Mizoram, two representatives each from Andhra Pradesh, Haryana, Rajasthan and three from Uttar Pradesh. The names and addresses of the participants of the Workshop are given in APPENDIX - II.

FACULTY: The Workshop was conducted by the following members of the Survey Faculty of the Department of Measurement, Evaluation, Survey and Data Processing, N.C.E.R.T., New Delhi.

1. Dr. C.L. Kaul, Reader, Workshop Co ordinator, DMES & DP.
2. Mr. S.C. Mittal, Reader, DMES & DP.
3. Dr. J.K Gupta, Reader, DMES & DP.,
4. Mr. Pushpendar Kumar, Sr. Lecturer, DMES & DP.
5. Mr. M.K. Gupta, Sr. Lecturer, DMES & DP.

RESOURCE PERSONS

Besides, the following five Resource Persons were invited to discuss some of the methodological issues:

1. Prof. D.E. Desai,
SUNTANI,
No. 14, Harinagar Society,
Gotri Road,
VADODRA.

2. Prof. M.S. Yadav,
CASE,
M.S. University,
BARODA.

3. Prof. K.N. Hiriyannaiah,
MF/S(1), SFHS,
BTM Layout, BDA,
Bannerghatta Road,
BANGALORE- 560 076.

4. Prof. T.S. Rao,
HIG 2032,
II D Cross Road,
Yelahanka New Town,
BANGALORE - 560 064.

5. Mr. D. Basavayya
Senior Lecturer,
Regional College of Education,
Manasa Gangotri,
MYSORE.

APPENDIX - I

A STUDY ON COMPUTER ASSISTED TEACHING AND TRADITIONAL METHODS OF TEACHING IN HIGH SCHOOLS

V. Kamalakar
Andhra Pradesh.

1. INTRODUCTION:

The Computer literacy was started in Andhra Pradesh in 1984-85 with assistance of MHRD, Govt. of India and NCERT, New Delhi.

The Project was implemented in phased manner from 1984-85 with 8 schools, 1985-86 with 16 schools, 1986-87 with 34 schools, 1987-88 with 40 schools, 1988-89 with 17 schools and 1989-90 with 24 schools in 28 districts.

The aim of the project was to provide computer awareness and hands on Computer to high schools students (VIII to X classes) in Mathematics.

Training was provided to teachers on the use of software an aid in class room teaching.

NEED:

The scheme is in the initial stages of operation. The ment in inputs like hardware and software is heavy so maintenance. It is therefore necessary to assess the position of their use and contribution in teaching process. Hence the present study.

3. OBJECTIVES :

(a) To study the utilisation of hardware and software.

(b) To study the computer awareness among students of class X and their awareness on hardware and software.

(c) To compare the performance in Mathematics of students of class X exposed to computer assisted teaching with the performance of the students of the same class taught through the traditional method of teaching.

4. SCOPE :

The Government of Andhra Pradesh has introduced computer literacy in 23 districts at the rate of 6 schools per district in rural and urban areas, in Government, Zila Parishad and Municipal schools.

There are 139 schools which have been provided with computers under the scheme. The study will help the Education Department, Government of Andhra Pradesh to extend it to other schools on the basis of outcomes.

5. SAMPLING METHOD :

Computers have been provided to 139 schools in rural and urban areas in three regions as stated above. One school will be identified from each region for the study by adopting simple random sampling procedure.

6. **PROCEDURE :**

Two groups of students of class X of selected schools will be identified. As far as possible members of one group will be matched with members of the other on their performance in their last annual examination.

7. **TOOLS:** (School information schedule)

1. A scheduled will be developed to collect information on number of computers and flopies available, their number in working condition, periods alloted, time alloted for practicals, teacher training, their academic qualification etc.

2. A schedule will be developed to know the awareness among students of computers, their use in teaching/learning, soft and hardware available and their applications.

3. Achievement list in mathematics will be constructed as mentioned above.

8. **DATA COLLECTION :** Test is administered on two groups of students on Computer assisted method and traditional methods on students of X class in mathematics.

The school information schedule and student information schedule will be canvased in selected schools.

9. **ANALYSIS OF DATA :** Analysis of variance will be applied to compare the performance of the two groups under study.

10. **STAFFING :** The staff members of SCERT will cooperate the implementation of this study.

11. **PROJECT COST :** It is estimated an amount of Rs. 9,000/- will be required for TA & DA and other materials items for the project.

A COMPARATIVE STUDY OF THE ACADEMIC ACHIEVEMENT IN MATHEMATICS OF STUDENTS IN APPEP AND NON-APPEP SCHOOLS OF RANGA REDDY DISTRICT.

Shri P. Ramulu,
Andhra Pradesh.

INTRODUCTION :

Overseas Development Authority (ODA) of U.K. Government has taken up a project to assist in the educational development of Andhra Pradesh by providing aid for the construction of school buildings, purchase of material for teaching learning and trainin of the staff under the project APPEP.

NEED :

The project was started 6 years ago. So it needs some appraisal to know the effect of such schools in the academic achievements of students in comparision to Non-APPEP schools.

OBJECTIVES OF THE PROJECT :

1. To compare the academic performance in the achievement levels of children in APPEP and Non-APPEP schools.

SCOPE:

The Overseas Development Authority (ODA) of U.K. is funding the project. The project is extended upto 1995 under phase II. Based on the results of this study the project will be extended for five years more under Phase III.

SAMPLING PROCEDURE:

Five project schools and five non-project schools of Neredmet DIET will be selected for the study out of 250 schools in 17 districts of Andhra Pradesh. Selection of these schools will be made by Simple Random Sampling method. All the children in class V of the selected schools will be selected for the test.

PROCEDURE:

An achievement test in mathematics will be administered on the two groups of students to be selected from the two types of selected schools.

DATA COLLECTION.

An achievement test in Mathematics will be administered to APPED and Non-APPED students of Class V, which is the end of primary education. The marks obtained in the tests will be tabulated for analysis.

ANALYSIS OF DATA.

The test scores obtained in the achievement test will be tabulated in the form of frequency tables separately for project and non-project school students. Their means and standard deviations will be worked out for comparision.

TIME SCHEDULE:

The study may be completed within six months.

STAFFING PATTERN:

The staff members of the Departments of Statistics and Evaluation of SCERT, Andhra Pradesh will be involved in the study.

FINANCIAL REQUIREMENT:

1)	T.A. and D.A. for collection of data	5,000.00
2)	Stationery for the study	2,000.00
3)	Miscellaneous charges	1,000.00
	Total cost	8,000.00

EDUCATIONAL AND VOCATIONAL FACILITIES FOR THE BLIND IN ASSAM

T.K. Bora
Assam.

INTRODUCTION.

Amongst the various handicaps, blindness is the most tragic. Those, who are deaf, dumb or mute but endowed with sen of sight can adjust themselves. Similarly those who are not mentally retarded and are afflicated with orthopaedic handicaps can easily see things for themselves but amongst the blind there is certain amount of dependence till they develop skills to be self dependent for which it is incumbent on the part of society in general and Government in particular to provide adequate opportunities for them to stand on their own feet without depending upon others. Hence this study aims at identifying the facilities available for those blind and the measures needed to meet the needs of this group.

OBJECTIVES:

1. To find out the number of institutions catering to the blind in the state. Rural/Urban, District wise.
2. Facilities availabe in these institutions for providing necessary academic and vocational training.
3. Admission procedure and intake capacity for various courses in the institutions.

4. Condition for admission such as economic background of the parrents and allied matters.
5. Courses provided in these institutions.
6. Academic and professional qualifications of teach teaching these students.
7. Preservice and inservice training facilities for tea
8. Placement programme for the students after successfu completion of the course.

SCOPE:

As the study covers only blind it is proposed to cover all types of institutions such as academic and vocational training, teacher training for those handicapped (Blind) throughout the State

TARGET POPULATION.

All institutions both for academic as well as vocational training of the blind as well as teacher training institution for this handicap, will be covered.

Since all the institutions are being covered it will be a census study.

TOOL:

Suitable questionnnaires will be developed for this purpose.

COLLECTION OF DATA:

Both mailing and interview technique will be applied. The academic staff of SCERT will be engaged. Questionnaire shall be administered and data shall be collected thereby.

ANALYSIS OF DATA:

The data will be processed manuallykeeping in view the various variables involved such as Rural/Urban, Management, Sex, availability of physical facilities etc.

REPORT:

A report will be prepared after the analysis of the data to highlight the outcomes.

COSTS:

Since no outside agency or new staff is required, costs imvolved in postage, stationery and T.A./D.A. of the Staff engaged in the study will be approximately Rupees Ten Thousand only which will be met out by the S.C.E.R.T., Assam.

A STUDY ON TEACHERS' PROBLEMS

A.S. Sawhney
Punjab

Introduction:

The genesis of the problem is that the teaching work has suffered because of change in the attitutde of a large majority of teachers. There were days when teacher was considered 'Nation Builder' and 'Torch bearer' of the race. He was considered the keyman on whom depends the future of the community, the future of the nation and the future of the mankind at large.

The status of the teacher reflects the socio-cultural ethos of a society. It is said that no people can rise above the level of its teachers.

It is felt that present day teaching at all levels has become the concernof the society. The present study is to find the problems teachers are facing at their places of work, in the society, at home etc., which influence their attitude towards their profession.

Need:

A large proportion of expenditure on education from Public exchequer is spent on teachers' salaries. But the results are not as expected. The present study will help to find the problems so that remedial measures [illegible] can be mooted to solve the teachers' problems. This may help in bringing qualitative change in the [illegible] of the teaching community, thereby help improve educational standards.

Objectives of the Study:

To study the problems of teachers regarding:-

a) Service conditions

b) Pay anomalies

c) Academic problems

d) Working conditions

e) Housing problems

Sampling procedures:

Out of the 12 districts in Punjab, 4 districts will be chosen and then from each sample district, Primary, Middle Secondary and Senior Secondary, Govt. Private Aided and Private Un-aided will be taken. Then a Questionnaire will be administered to all the teachers/Heads of the schools from the sampled schools of the above categories.

A multistage stratified random sampling procedure will be adopted to select the sample schools.

Methods of Data Collection:

Data will be collected through mailed questionnaire. A sample check of 2% will be taken by the investigator for validation of data.

Tools:

Two questionnaire one for heads and another for teachers of sample school will be developed.

Analysis of data:

The analysis of data will be done using percentages and through graphical representation.

From the data tables the graphical presentation will be made for analysing the problem.

Cost of Study:

1.	Printing of Questionnaire	1,000.00
2.	Postage	500.00
3.	T.A. for Project In-charge	1,000.00
	Total cost	2,500.00

A STUDY OF SCIENCE LABORATORIES OF GOVERNMENT SENIOR SECONDARY SCHOOLS IN HARYANA

V.N. Dhingra,
Haryana.

INTRODUCTION:

It has been observed that Science Laboratories of Government Senior Secondary Schools are not well maintained. Most of the Science Lecturers donot undertake practical work regularly.

The laboratory work conducted through experiments plays an important role in inculcating the habit of working systematically Teaching of science cannot be complete unless it is supplemented with laboratory work. Besides developing manual skills it gives a feeling of involvement in scientific discovery and investigation to the students.

Objectives:

1) To know the present position of science laboratories
2) To know whether the students are doing experiments individual or in groups
3) To know the number of in-service training programmes attended by the concerned teachers
4) To know the competencies of laboratory attendants

Sampling Procedure:

There are fifteen districts in Haryana. Only five districts one from each region will be selected. A stratifi sampling design will be used for selection of sample of schools.

Tools:

Three questionnaire will be prepared (one for Physics, second for Chemistry and the third for Biology) for collectin information on availability of laboratory room, anciliary facilities and inservice training programme attended by the science teachers and Lab. Attendants.

Methods of Data Collection:

Data will be collected personally from the concerned teachers through questionnairecs/schedules.

Analysis of Data:

Data collected after [illegible] classification will be put in the tabular form. The position of the facilities availa for practical work, number of experiments conducted by the teachers in the year, inservice training programme attended by the teachers and lab attendants of different schools will be shown graphically.

Time Schedule:

a) Three months for preparation of tools and tryout

b) One year for data collection

c) Three months for the preparation of report

Staffing Pattern:

All the five members of research and evaluation wing of SCERT will be engaged for this work.

Cost of the Project:

1)	T.A. and D.A. of the Staff:	15,000.00
2)	Stationery charges	5,000.00
3)	Contigency	1,000.00
4)	Typing work/Computer work	1,000.00
	Total	22,000.00

A STUDY OF IMPACT OF MONTHWISE DISTRIBUTION OF SYLLABI FOR CLASSES 6 to 8 WITH REFERENCE TO LEVELS OF ACHIEVEMENTS OF PUPILS

H.G. Arora
Haryana

INTRODUCTION:

Keeping in view the diminishing Levels of achievements of pupils at all standards, Haryana Education Department has introduced monthwise distribution of Syllabi for all the classes (classes 1 to 10) in all Government schools from the session 1988-89. All the teachers have been directed to follow this system in their regular classroom teaching-learning activities. Monthwise and termwise evaluation of the pupils has been suggested to help the teachers in their continous evaluation. The teachers will develop their teaching units regularly. They shall have to finish the syllabi of their subjects in the month of December every year and the months of Jan-Feb will be utilised for the revision of the whole syllabus. Practical work in science subjects and map-work in Geography etc. should go side by side. Evaluation results are to be used to identify the pupils in need of remedial instructions. A follow-up to help pupil improvement is carried out. A total profile will be available even after pupils leave school. It will also help the inspecting staff (SDEOs) in their day-to-day inspection-work. Thus the schme will systematise the teaching-learning activities in the schools and hence will improve the levels of achievement of the pupils.

2. OBJECTIVES OF STUDY:

The specific objective of the study is to examine the improvement in the achievement levels of the pupils of classes 6 to 8. The other general objectives of the study will be to know

i) Whether continuous evaluation, teaching-learning science practicals, map-work etc. are carried on regularly.

ii) whether evaluation results are used to identify the pupils in need of remedial instructions and a follow-up to help pupil improvement is carried out.

iii) To what extent it helps and encourages the inspecting staff in their work.

3. SOURCE OF DATA:

i) Direct Source - Head of Schools, Inspecting-staff (SDEOs)

ii) Indirect Source - School/Board result records.

4. PROCEDURE:

There exist near about 1600 middle schools/sections in the state. The number also includes those High/Sr.Secondary schools with which middle classes (classes 6 to 8) are attached. Out of the total schools, 160 schools or 10% of the total may be taken as a sample. As the state comprises 16 districts, a sample of about ten schools from each district will be included. The schools within the districts will be selected proportionately from the rural and urban areas. The selection of the schools in the rural and urban areas will be done by simple random sampling (SRS).

TOOLS:

a) Proforma for obtaining the subjectwise, monthwise and termwise achievements of pupils for the last four years will be developed.

b) Questionnnaires for obtaining the opinions of the Heads of the schools and inspecting staff will be developed.

ANALYSIS OF DATA:

Data will be analysed to examine the improvement in the achievement levels of pupils and opinions of the Heads of schools and inspecting staff will also be obtained, and graphical representation of the yearwise achievements will also be provided.

TIME SCHEDULE.

The time-schedule for this study will be one year i.e. from April, 1992 to March, 1993.

FINANCIAL REQUIREMENTS:

	Rs. Ps.
1) Stationery charges including white paper (10 Reams), Stencils (100), Cyclostyling paper (10 Reams), file covers etc.	2,000.00
2) Typing expenses	500.00
3) Travel expenses	22,500.00
4) Misc. charges	2,000.00
Total expenditure	27,000.00

गुजरात राज्य के पंचमहाल जिलेमें [illegible] वाली आश्रमशालाओं का अध्ययन ॥

S. M. BARIA
READER.
G.C.E.R.T
AHMEDABAD. Guj.

प्रस्तावना :-

गुजरात राज्य मे पिछडी जाति के कई लोग रहते हैं। वे अपना गुजारा मजदूरी करके करते हैं। अपने बच्चों की पढाई में वे अधिक ध्यान नहीं देते हैं। सरकार की नीति के अनुसार हर बच्चे को प्राथमिक शिक्षा मिलनी चाहिये। ग्रामीण इलाकों में कई प्राथमिक शालाएँ होने पर भी वे अपनी आर्थिक स्थिति के कारण पढाई के लिये न लेजाकर अपने साथ मजदूरी के लिये अथवा तो गृहकार्य में जोतते हैं। सरकारने इस समस्याको सुलझाने के लिये आश्रमशालाएँ शुरू करने का निर्णय करके भिन्न भिन्न इलाकों में कई आश्रमशालाएँ शुरू कि है।

अध्ययन की आवश्यकता-

आश्रमशाला और उनमें अध्ययन करने वाले छात्रों अन्य प्राथमिक शाला और उनमें अध्ययन करने वाले छात्रों से भिन्न होते हैं। प्राथमिक शाला का पर्यावरण भी अलग सा रहता है।

आश्रमशालाओं में दिये जाने वाली शिक्षा - बुनियादी ढंग से दी जाती है। यहां के छात्रों में स्वावलंबन और परिश्रम के प्रति लगन रहती है। आश्रमशालाओं में पढ़ाई करने वाले छात्रों में कर्तव्य परायणता और सेवा की भावना दृष्टिगोचर होती है। इसी लिये ऐसी संस्थाओं का अध्ययन करना उचित रहता है।

उद्देश्य -

इस अध्ययन से निम्न लिखित - उद्देश्यों की पूर्ति हो पायेगी।

१- आश्रमशालाओं के लिये आवंटित राशि आदि के बारे में जानकारी मिलेगी।
२- आश्रमशालाओं के संचालन के बारे में जानकारी मिलेगी।
३- आश्रमशाला के निर्माण आदि के लिये फंड आदि की जानकारी मिलेगी।
४- आश्रमशाला की पोस्ट - शिक्षकादिकों की संख्या आदि के बारे में जानकारी मिलेगी।
५- आश्रमशालाओं के निर्माण के लिये किये गये खर्च के बारे में जानकारी मिलेगी।
६- आश्रमशालाओं में शिक्षाकार्य करने वाले शिक्षक, उनकी योग्यता, विशेष योग्यताओं के बारे में जानकारी मिलेगी।
७- पाठकों को आश्रमशाला की विशेषताओं के बारे में जानकारी मिल सकेगी।

इस अध्ययनके लिये निम्न लिखित प्रपत्र बनाये जायेंगे।

१- आश्रमशालाका माहिति प्रपत्र।

२- अभिभावक प्रपत्र।

३- दो स्नातक के स्वयंका पत्रक।

उन प्रपत्रोंको पूर्ण रूपसे तैयार करने के लिये पारित करके जरूरी सूचना दि जायेगी।

माहिति एकत्रिकरण-

प्रत्येक आश्रमशालाको अपनी-आवश्यकतानुसार प्रपत्र प्रधानाचार्य के नामसे भेजें जायेंगे। और निश्चित अवधि में वापिस मंगवाये जायेंगे। प्रपत्रों-जरूरी माहिति के लिये परिपत्रसे सूचना दी जायेगी।

प्रतिवेदन-

एकत्रित की गई माहिति के आधार पर उसका विश्लेषण करके तथ्यों के आधार आश्रमशालाके सुधारके लिये सुझाव-दिया जायेगा।

—x—x—x—

" A SAMPLE STUDY OF MAINTENANCE AND USE OF PRIMARY SCIENCE KITS IN ELEMENTARY SCHOOLS OF JAMMU REGION"

- K.C. Sharma
Jammu (J&K)

INTRODUCTION:

Objective of teaching a particular subject is to raise the abilities of an individual or a group in that discipline by developing knowledge, understanding, ability and skills to apply that knowledge.

Concepts of Science cannot be cleared by mere lectures and reading of books. Traditional method of teaching science, particularly at primary stage has been quite ineffective .

A common consensus arrived at, at the national level was that all the primary schools be equipped with Science kits to enable the teachers to supplement classroom teaching. In view of this Primary Sciences Kits were supplied by the N.C.E.R.T. to a large number of primary and middle schools of Jammu Region.

NEED:

Supply of Science Kits was a pertinent input for making teaching and learning of Science/Environmental Studies more effective at primary level which is considered to be the foundation of all education.

After the supply of Science Kits, teachers of all the primary and middle schools which were supplied the Kits were given demonstration during in-service training programmes, especially the integrated courses to familiarise them with all the tools/instruments of the kit and their effective use in concept clearance. Thus a large amount was spent on Science Kits and training of teachers.

Keeping in view the significance of the demonstration method and practicals in teaching Science, it was enjoined upon all the field officers and the DIET/DIE personnel to ensure proper use of this mini laboratory. But desptite this material input and training imparted to teachers, teaching of science has not improved to the desired extent.

It is a general feeling that Science Kits are not being used properly. Therefore, it is proposed to identify the major causes which prevent teachers from using the Science Kits and also to suggest appropriate measures to make the maintenance and use of Science Kits sure and effective.

SCOPE:

The present study will be confined to government primary and upper primary schools of Jammu Region as the Science Kits were supplied to government schools only

OBJECTIVES:

1. To study maintenance and use of primary science kits
2. To study the causes of not using the existing facility of science kit and suggest measures to improve the scheme

Sampling Methodology:

Two - stage sampling technique will be used for selectio of schools from all the six districts of Jammu region. At the first stage, three blocks from each district will be selected by employing Probability Proportional to Size (PPS) Sampling scheme, number of government primary and uppe primary schools being the size of the block.

At the second stage, 15 schools from each selected block will be selected using stratified sampling procedure. To give due representation to rural/urban, boys/girls school primary/ upper primary schools eight strata will be formed and then requisite number of schools will be selected proportionately to the size of each stratum. In all 270 schools will be selected from six districts of Jammu region.

TOOLS:

The following tools will be used for data collection.

1. Questionnaire

Questionnaire-I to be administered to the headmasters of the schools included in the sample.

This questionnaire will be prepared on the following points of query:-

availability of Science kits; the present condition; condition of instruments/tools; accessibility to teachers for use; maintenance, importance given to the practicals/demonstration; weightage given to the practicals at the time of evaluation etc.

questionnaire-II, to be administered to the class teachers (who teach science) and will be prepared on the following points:

Academic background of teachers, training for teaching science accessibility to Science kit; maintenance and use of science kit, extent of relevance of the equipment to the curriculum; etc.

2. Observation Schedul:

Observation schedule for recording the information to be gathered at the time observation of the tools /instruments of the kits, perusal of the inspection/supervision note and teachers diaries.

The observation schedule will be prepared on the following points of query.

Present condition of the tools of the kit; maintenance of the kit, importance attached to the use of science kit by the teacher, headmaster and inspecting/supervising authorities etc.

PREPARATION OF THE REPORT:

A report will be prepared on the basis of the analysis of the data.

COST OF THE PROJECT:

State Institute of Education (SIE) has the provision f research oriented activities. Therefore expenditure incur on this study will be met from the funds of SIE. However the approximate financial requirement will be as under.

1.	T.A. and D.A. to DIET/DIE Personnel involved in data collection..	12,000.0
2.	Stationery - such as duplicating paper, stencils, paper for title cover and duplicating ink etc.	4,000.0
3.	Printing of the title cover	1,000.0
	Total	17,000.0

OPTION OF ENGLISH MEDIUM SCHOOLS IN KERALA

- J. Santhakumari
Kerala

1. INTRODUCTION:

Most of the parents prefer to send their wards to English Medium schools. They incur heavy expenditure on Donations, Tuition and other fees, Uniforms etc. This has led to a situtation when the parents from low income groups also try to send their wards to such schools aggrevating their economic distress all the more. By preferring English as Medium of instruction, the mother-tongue of the children gets ignored. It is an accepted fact that teaching in mother-tongue is more effective because comprehension and expression through the mother-tongue is better. It is therefore proposed to undertake a study on as to why parents prefer English Medium Schools, their attitude towards teaching of mother-tongue, use of mother-tongue as medium of instruction.

2. OBJECTIVES:

1. To find out from parents, teachers and students the reasons for avoiding the mother-tongue as the medium of instruction.
2. To find out whether the opinions differ according to characteristics like rural, urban, religion, caste and socio-economic backgound etc.

3. To findout the difference between the expenses on schooling in English Medium schools and Malyalam Medium schools.
4. To understand the attiutde of the students studying in English Medium schools.
5. To compare the level of achievement of the students in different languages.

3. SAMPLING FRAME AND SAMPLE SIZE:

The latest list of recognised schools offering English Medium will be collected from Directorate of Education and a sample of 120 would be selected giving adequate representation to various types of schools from six districts. Stratified random sampling procedure will be adopted for selection of schools. Out of six selected districts there will be advanced districts like idikku, wynadu and Malappuram and the reamining three districts will be backward districts. Due representation will be given to schools hav[illegible] English medium, [illegible] medium and both.

From urban areas 200 teachers, 200 parents and 300 students will be selected for interview and from rural area 200 teachers, 200 parents and 300 students will be interviewed.

4. ANALYSIS OF DATA:

This will be undertaken keeping in view all the variables such as rural/urban, boys/girls/co-educational etc.

5. EXPENDITURE:

The break-up of the expected expenditure are given below:

1) Printing of questionnaire	5,000.00
2) Stationery	1,500.00
3) T.A. and D.A. for collecting information from schools	12,000.00
4) T.A. & D.A. for conducting interviews	12,000.00
5) Honorarium to Six Officers at Rs. 1,000/- for six months	36,000.00
6) Contingency	2,000.00
Total	68,500.00

DROP-OUTS AT PRIMARY STAGE IN RAJASTHAN
STATUS AND CAUSES

Dr. Jagdish Chandra Vyas
D.C. Shrotriya,
Rajasthan

INTRODUCTION AND RATIONALE:

Article 45 of Indian Constitution envisages free and compulsory education for all children upto the age of 14. In order to achieve this target several efforts such as opening of new primary schools, launching the enrolment campaigns, introduction of ungraded unit system of teaching at classes I & II, appointment of lady teachers in boys schools, making the provision of incentives (mid-day meals, free uniform, free text books, and free stationery, attendance scholorship) etc. have been made in this direction. But we couldnot achieve the target till now. According to the fifth All India Educational Survey only ___% of the children in the age group 6-14 are enrolled in schools.

One of the major constraints in universalisation of the elementary education is dropping out of children from school before completion of their primary education. Although several efforts have been made to study this problem in past but no study was based on time-Cohort method in which child to child follow-up is required.

In the present study an attempt will be made to find out the dropout rate using true method.

OBJECTIVES.

Following will be the objectives of the study:-

1. To find out dropout rate at primary stage with reference to
   a) Schools located in rural and urban areas.
   b) Boys and Girls
   c) Government (including local Body and private (aided and un-aided) schools
   d) Primary and upper-primary schools (having primary classes)
2. To find out relationship between drop-out rate and
   a) Caste (SC/ST/Others)
   b) father's occupation
   c) distance between residence and school
   d) educational background of the family
   e) size of the family
   f) age at the time of admission in class I or ungraded unit
   g) mother's education
   h) family income

3. To investigate relationship between dropout rate and
    a) class in which dropped out
    b) age (at the time of dropout)
    c) period (July-Sept., Oct.-Dec., Jan.-March, April-May)
4. To findout relationship between dropout rate and
    a) physical facilities available in the schools
    b) teacher-pupil ratio
    c) incentives provided to students
5. To investigate the causes of dropping out with reference to
    a) Boys and girls
    b) Rural and urban areas
    c) Govt. and Private schools
    d) Primary and Upper-primary schools
6. To collect suggestions for controlling dropping out.

SCOPE:

To study will be confined to primary and upper primary schools (with primary classes) only. Secondary and Higher Secondary schools having primary classes will not be covered in the present study.

SOURCE OF DATA:

1. Admission and class promotion record -
    - Scholar Register
    - Examination Result Registers

- Attendance Registers
- Ungraded Unit progress Record.

2. Pupils who dropped out
3. Parents of the dropped out pupils
4. Head of the Institutions.

SURVEY POPULATION:

The Survey population would be primary and upper primary schools with primary sections in Rajasthan, in the session 1985-36 the total number of these schools is 35,000.

SAMPLE:

1. Schools - Out of 35,000 schools in the state a sample of 400 schools will be selected.
2. Head of the Institutions. All Heads of the 400 selected institutions will be taken in the sample for adminsteraing the questionnnaire.
3. Students.
   a) For estimating dropout rate - All students enrolled for the first time in class I or upgraded Unit in the session 1935-36 i.e. July, 1985 to April,1986.
   b) For interview - Five dropped out students from each selected schools will be interviewed. Among these 5 students 3 will be boys (one S.C./one S.T. and one others) and 2 will be girls (one Sc/St and one others). Dropped out students will be taken on the basis of their availability. If required number of

dropped out students in any category is not available, it will be taken from other category.

4. Parents - Parents of the students selected under categ 3 (b) above will be interviewed.

SAMPLING PROCEDURE:

The number of sampled schools will be distributed according to the number of schools existed in the session 1985-86 in all the 27 districts of the state. Then the num of schools to be selected in each district will again be alloc in different 16 groups (strata) proportionately on the basi of variables stated in objective 1.

The selection of schools within each stratum will be d by applying circular systematic sampling technique.

TOOLS:

Following tools will be used for collection of data.

1. Student's information Blank
2. Interview Schedule (for dropped out students)
3. Interview Schedule (for parents of dropped out stu
4. Questionnnaire (for Head of the institutions).

METHOD OF DATA COLLECTION:

After finalising the tools, following steps would be t for collection data.

1. Training of the personnel to be engaged for data col Two or three persons (depending upon the sample siz

district) from each DIET will be trained in the SIERT. At the time of training following material will be made available to them.

a) Set of tools

b) List of selected schools

c) Code list and insturctions for data collection.

2. Data Collection:- Trained persons will collect data from sample units assigned to them.

3. Sample checking:- A sample (52) checking of data collected will be done by SIERT personnel.

ANALYSIS OF DATA:

Drop-out rates will be worked out by using percentage/ratio. Following statistics will also be used for studying relationship between different variables under study.

1. Regression

2. Chi-square

Total number of dropouts in the state will also be estimated.

MAN POWER REQUIREMENT:

a) Permanenet Staff

1) Research Officer - one

2) Research Associates - Two

3) Compiler - One

4) Typist-cum-Clerk -- One

b) Part Time

Personnel for data collection - 80

FINANCIAL IMPLICATIONS:

The expenditure for the study will be met from the state budget. The financial implications required for the study would be as under.

a)	Training of data collection team	Rs. 10,000/-
b)	T.A. & D.A. for data collection and sample checking.	Rs. 42,000/-
c)	Printing of tools and the report of the study.	Rs. 10,000/-
d)	Stationery	Rs. 3,000/
e)	Contingency and miscellaneous	Rs. 5,000/
f)	Data Analysis (Computerisation data feeding only)	Rs. 10,000/
	Total	Rs. 80,000/

TIME SCHEDULE:

1.	Preparation of Tools	15 days
2.	Tryout & finalisation of tools	15 days
3.	Administration of tools and data collection	4 months

4. Sample checking	15 days
5. Scrutiny of data	1 month
6. Analysis of data	2 months
7. Report writing	2 months

OUTCOMES OF THE STUDY:

1. Dropout rates will be known for planning about retention of students at primary stage.
2. Relationship between different factors (caste, sex, age, educational background of the family etc.) and dropout rate will be known for further planning
3. Causes responsible for dropping out of students would be known for applying remedial measures for eradication of wastage in education.

A STUDY OF PRIVATE EXPENDITURE INCURRED ON STUDENTS AT SCHOOL STAGE

[illegible] Jagdish [illegible]
Rajasthan
D.C. Shrotriya, Rajasthan

I INTRODUCTION

Education has its significant bearing on all spheres of life. Parents are being attracted to manage best possibl education for their wards. Some of them pay huge amount as capitation fee to get their wards admitted in specific schools. But there are many others who can pay only nominal fee. This shows that there is a Vast difference in the private expenditure incurred on Education met by the parents. Therefore it is proposed to conduct a pilot study on this problem. This study will provide the data on private expenditure on various items of students educat Findings of the study will be useful for Educational planning at Government level and will be of great use for parents as well.

II OBJECTIVES.

To estimate average private expenditure on school education on the following variables:

a) Overall

b) Stagewise (Primary, Upperprimary, Secondary, Higher S

c) Managementwise (Govt., Private aided, Private un-aide

d) Castewise

e) Occupationwise

f) Family Income wise

g) Sexwise

2. To determine itemwise private expenditure on Admission fee, Boys fund, Building/Development fund, Donation/Capitation fee, Tution fee, Uniform, Books, Stationery, Examination fee, Conveyance, Meals during school hours, Expenditure on instruments, Fine, Pocket money and other expenditure on Educational tours, Tournaments, Cultural programmes etc.

3. To find out the expenditure incurred on residential facilities:

a) Hostel:
   (i) Admission fee
   (ii) Rent
   (ii) Light & water charges
   (iv) Diet charges
   (v) Washing charges
   (vi) Others

b) Expenditure of non-local students living in rental houses

III SCOPE:

1. This pilot study will be confirmed to students students studying in primary, upper primary, secondary and higher secondary schools of Udaipur city only.

2. The study will include the direct cost only and the opportunity cost will not be considered for the study.

IV SOURCES OF DATA

1) School record
2) Head of the family

V. SURVEY POPULATION:

Students studying in primary, upper primary, Secondary and Higher Secondary schools in Udaipur will be the survey population for the study.

VI SAMPLE SIZE:

1. **SCHOOLS:** Twelve schools will be selected for pilot study one each from three managements (Govt., aided, Private unaided) and one each from differen of schools (Primary, Upper primary, Secondary and Secondary)

2. **STUDENTS & PARENTS:** About 500 students study the schools selected will be taken by giving repr to each category of schools and their parents.

VII SAMPLING METHODOLOGY

Two stage sampling technique will be applie the selection of students. Schools will be selec at the first stage and students will be selected second stage. All students come under one class all the selected schools within one management will be pooled together and distributed in lo middle and higher income groups. The criterion deciding these categories will be the same as used for allocation of houses by the Rajasthan Housing Board. Thereafter simple random sampling technique will be applied for selecting students from each of the stratum (i.e. boys, girls, SC, ST, others etc.)

VIII TOOLS.

Following tools will be used for collection of data

1. School information form,
2. Interview schedule for the Parents/Guardians.

IX METHOD OF DATA COLLECTION:

Persons to be engaged for collection of data will be trained. Trained persons will study the relevant record of the school, establish rapport with the student and thereafter fill up the 'Interview Schedule' by conducting interview of the parent/guardian.

Provision of sample checking of 5 percent sampled units (students) by the staff of the SIERT, Udaipur will also be made.

ANALYSIS OF DATA:

Estimation of per capita private cost and itemwise private cost will be worked out. Comparison of per capita expenditure will also be made with reference to different variables like management of school, Sex of students, family income group, caste, occupation of Guardian etc

XI MAN POWER REQUIREMENT:

A. Existing permanent staff:

1) Research Officer - one

2) Research associate - two

3) Compiler - one

4) Typist cum-clerk - one

B. Part-time:

Investigators for data collection - 25

XII FINANCIAL IMPLICATIONS:

The finance required for the study would be as un

1. Honoraria	Rs. 15,000.00
2. Printing of tools and the report of the study	Rs. 10,000.00
3. Stationery	Rs. 3,000.00
4. Contigency & Miscellaneous	Rs 5,000.00
5. Computerisation of data	Rs. 10,000.00
Total	Rs. 43,000.00

XIII TIME SCHEDULE:

1. Preparation of tools	15 days
2. Tryout & finalisation of tools	- 15 days
3. Sample selection	- 15 days

4. Data collection - 2 months
5. Sample check & scrutiny - 1 month
6. Analysis of data - 1 month
7. Report writing - 2 months

A SAMPLE STUDY OF DROPOUTS AND STAGNATION AT PRIMARY LEVEL OF EDUCATION IN UTTAR PRADESH

- Satish Chandra Tyagi
- Ram lal Singh
- Amritlal Yadav

Uttar Pradesh

INTRODUCTION.

A large proportion of the children enrolled in primary schools donot complete their primary education inspite of spending huge amount on it.

In Uttar Pradesh the rate of literacy is low as compared to national literacy rate. The population of the state is the largest among all the states and Union Territory. But the state is lagging behind in the field of development due to low literacy.

The State Government has made efforts to arrest the dropouts at the elementary stage by prov [illegible] incentives to economically weaker students in the form of free text books, free clothes and mid-day meals etc. Inspite all these efforts the problem of dropout and stagnation in schools persists.

OBJECTIVES:

1. To estimate the number of dropouts at the primary stage.

2. To find out the causes of dropouts and stagnation.
3. To obtain the opinion of dropped out children, their parents, headmasters/techers of the schools.
4. To see the effect of different variables (i.e. rural/urban, caste, occupation and educational background of the parents etc.) on dropouts.

SOURCE OF DATA.

The data will be collected from the records of the pri [illegible], primary schools selected for the study. Enumerator would record on the prescribed proforma the number of children admitted in class I in the academic year 1986-87 and would note their progress in the coming years till the year 1990-91 by which they are supposed to have passed their fifth class.

Other schedules relating to children who have dropped out are to be filled in by the enumerator through personal investigation.

Simultaneously enumerator will fill a checklist with the help of the guradians/parents. Headmasters and teachers will alos fill up a questionnaire meant for them. They will also give their opinions on the causes of children dropping out of the school.

SAMPLE TECHNIQUE

The whole state will be devided into five broad geographical regions, east, west, north, south and central. At least two districts from each region will be selected at random. Five blocks from each selected district will be selected randomly.

Further 10 schools from each selected block will be selected using stratified sampling. Care will be taken to give a fair representation to all type of schools in the sample. Thus our sample would consist of 500 schools.

TOOLS:

1. School Information Form to study the dropouts and stagnation at primary stage.
2. Headmasters proforma.
3. Interview schedule for pupils who dropped out.
4. Interview schedule for the parents guardians of the dropped out children.

COLLECTION OF DATA:

Data would be collected on the spot for each individual school personally by the enumerator. The headmaster and other teachers are expected to help the enumerator in filling up all the necessary information he would like to enlist. . To find out the dropouts and stagnation rate of children, 1987-88 is chosen as the base year.

ANALYSIS OF DATA:

After all the proformas and schedules are duly filled in by the enumeratorsthey will be scrutinized. The discrepencies if any will be got rectified Afterwards the data will be arranged in tabular form. Stagnation and dropout rates would be represented by Bar diagrams, Graphs, and Charts to show the trend of enrolment in different years.

COST OF PROJECT:

An estimated expenditure of Rs. 35,000/- will be required for this study. It will inculde T.A. and D.A. to the enumerator and other expenses for stationery and contigency.

A STUDY OF MOBILE SCHOOLS FOR MIGRATING POPULATION IN AHMEDNAGAR DISTRICT OF MAHARASHTRA.

- R.S. BAHEKAR
MAHARASHTRA

INTRODUCTION:

Article 45 of our Constitution guaranted free and compulsory education for all children upto age of fourteen.

National Policy of Education 1986 has laid down the thrust areas for achieving Universal Elementary Education in VIII Five year Plan as Universal provision, Universal Enrolment participation retention and achievement. The VIII Five year Plan also focuses on reduction of disparity in respect of sex and socio-economic backwardness.

Formal education system though it aims at universal provision and enrolment, yet, a sizeable proportion of children in the 6-14 age group is out of main str[illegible] [illegible], the drop out rate is very high at lower primary and higher primary stages as revealed by 'Education at a glance' published by Maharashtra Government. The dropout rates at these levels are 37% and 53% respectively.

Ahmednagar District of Maharashtra is a 'Sugar Bowl' having about 16 Sugar mills. The workers of near by district come for factory work during the operation of sugar production

They live for 4-5 months near the factory area. They come with their wards and live in temporary houses or huts. The workers go to work. Their wards of school giving age stay in the hutments. These children are deprived from school education. Govt. of Maharashtra has started Mobile School or Sugar Schools for migrating children in Ahmednagar district from the year 1988.

This is a model of formal education system established to cater the needs of these children.

There are 5 mobile schools in Ahmednagar district at present.

NEED.

The mobile schools are in their formenting years. It is felt necessary to find out how far this model has helped these children who would have otherwise been deprived.

3. OBJECTIVES.

1) To find out the children covered in the year 1991-92
2) To find out number of ceentries in the formal system in the year 1989-90, 1990-91, 1991-92.
3) To find out the relevance of instruction.
4) To findout the relevance of instructional materials.
5) To findout the relevance of curriculum.
6) To findout promotion ratio.
7) To study the attitudes of parents and teachers.

8) To derive a framework for formulating a model in a similar environment where migrating population has come for temporary settlement.

4. SCOPE:

The mobile schools are located only in Ahmednagar district of Maharashtra, the study is confined to these five five mobile schools only.

5. SAMPLING PROCEDURE:

Though all the schools and all teachers will be covered, about 10% parents will be interviewed. These parents will be selected on random basis. However, household schedule will be canvassed in all the households.

6. TOOLS

1) Information schedule for mobile school.
2) Information schedule for household.
3) Questionnaire for teacher.
4) Interview schedule for the parents.

7. COST OF THE PROJECT WORK:

1) The estimate of expenditure is given below.

1) Honorarium to enumerator (@ Rs. 1/- per household)	Rs. 500.00
2) Printing cost of 500 household schedule	Rs. 100.00

3) Cyclostyling cost of Interview schedule for the teachers ([illegible] copies)	Rs. 60.00
4) Cyclostyling cost of Interview - schedule for the teachers (30 copies)	Rs. 30.00
5) Cyclostyling cost of information schedule of mobile schools	Rs. 50.00
6) Cost of miscellaneous work, tabulation, reconciliation, Printing of report etc.	Rs. 260.00
Total	Rs. 1000.00

A SURVEY ON STUDENTS' PARTICIPATION IN POLITICS

Dr. Y.H. Sarojamma,
Bangalore

Introduction.

As political, social and economic conditions change and new problems arise it becomes necessary to re-examine carefully and re-state clearly the objectives which education at each definite stage should keep in view. Moreover education must take into account not only the facts of the existing situation but also the future.

Need for the study:

Secondary Education Commission (1952-53) felt that the tendency of group indiscipline among students has increased in recent years. This indiscipline in turn effects upon the studies of students in particular and society in general. There was a mixed reaction from all parts of society when the voting age was reduced in Karnataka in the year 1985 from 21 years to 18 years. One of the reasons for it may be the belief that students of [illegible] political parties are mostly confined their activities to the Colleges and Universities. Now they may spread their influence on school going students as well. If so, what are the feelings of concern people ? This question prompted the investigator to collect the opinions of different people about students's participation in politics in general and Junior College students in particular.

Statement of Problem:

A survey of opinions of students, teachers, parents and corporators on participation of students in politics studying in junior colleges of Bangalore city.

Operational definition:

Participations in Politics:

a) Attending Political meetings/speeches

b) Enrolling in political parties/other wings of parties

c) Working for political parties for financial benefits

d) Taking part in canvassing before elections

e) Influencing friends and peers with their political ideas.

Sampling Design:

A sample of 20 Junior colleges in Bangalore city will be selected using stratified sampling scheme. Strata will be formed on the basis of management (Government, Corporation, Private) and type (Boys, Girls, Co-educational) of schools.

2. From the above selected schools, 10th, 11th and 12th standard students will be selected from the different categories like -

    a) class/school representatives

    b) High and low achievers

3. Head of the Institutions + class teachers

4. Parents of selected students + Elected parent representatives of parent - teachers Association.

5. Corporators - the present members.

Method of Data Collection:

1) Collection of information about student sample from school and class records.
2) Opinion survey of selected sample.

Tools:

To collect opinions (1) Two seperate questionnnaires will be used for students and Head of the institutions teachers

2. Interview schedule will be used for parents, parent-teachers Association and Corporations.

Analysis of Data:

Data will be analysed by using percentages and graphs.

Staffing Pattern:

The investigator who is working in a B.Ed. College prefers to appoint a junior research Felloow for a period of six months and also seek few persons help at the time of interview.

Cost of Project:

		Rs. P.
1.	Printing of Questionnaire	3,000.00
2.	Interview expenses	4,000.00
3.	Junior Research Fellow's Salary for six months at the rate of Rs.1500/- per month.	9,000.00
4.	Report writing	1,000.00
5.	Miscellaneous expenses	1,000.00
	Total	18,000.00

A STUDY OF THE TRANSFER OF TEACHING SKILLS IN MATHEMATICS FROM MICRO SETTING TO MACRO SETTING IN B.Ed. TEACHER TRAINEES OF COLLEGES OF KARNATAKA.

- S.J. Indira Devi
Bangalore

INTRODUCTION:

An important aspect of modern times is the explosion of knowledge. Such a rapid growth of knowledge calls for effective teaching skills. It is therefore important that the instructional methods and practice sessions designed for teacher trainees take into account the needs of changing times. One of the innovative methods adopted in the Teachers College is Micor-teaching.

There is difficulty in learning of mathematical concepts for children as they are not taught effectively due to lack of teaching skills.

In India Micro-teaching is still not widely used. Since there is considerable difference both in the timing and content as regards Micro and Macro teaching skills acquired under Micro teaching setting are not easily transferred to Macro setting. This state of affairs can be improved by offering proper feed back to the trainees.

In this study it is proposed to observe, analyse and suggest improvements to and for the effective teaching through shifting of skills learned in Micro teaching setting to Macro setting in the classroom. The study will be confined to teaching of mathematics and observation will be made on B.Ed. trainees of Colleges of Education in Karnataka on a sample basis.

OBJECTIVES:

1. Whether the components emphasised in introducing a lesson is developed in the I stage of Macro lesson i.e. Introduction stage.
2. Whether the components emphasised in probing questions is developed in the development stage of Macro lesson.
3. Whether the skills acquired in Stimulus Variation is developed in the development of the Macro lesson.
4. Whether the skills acquired in illustration with examples is developed in the development of Macro lesson.
5. Whether the skills acquired in achieving closure is developed in the recapitulation stage of Macro lesson.
6. To test the teaching aptitude - To find out to what extent the transfer is influenced by the teaching aptitude and attitude of teacher.

OPERATIONAL DEFINITIONS:

Micro teaching: One skill at a time in simulated conditions to the peer group, five different skills will be taught.

FEEDBACK: Comments and suggestions given by the staff superviser and peer group after the lesson.

Teaching session:

Teach - 6 minutes   Feedback - 5 minutes

Replan - 15 minutes   Reteach - 5 minutes

Refeed back - 5 minutes   (Total 37 minutes)

NATURE OF FEEDBACK: Immediate Feedback

Episodes (lesson plans) will be planned and written by the teacher trainees on all the five different skills, after going through Orientation workshop on Micro Teaching - where lectures on the subject, demonstration on the five skills by the staff and group work on preparation of episodes is done.

The following skills have been selected.

1. Introducing a lesson
2. Stimulus Variation
3. Illustrating with examples
4. Achieving closure
5. Probing questioning

MACRO SITTING - MACRO TEACHING - The lesson that the teacher trainee plans for the duration of 45 minutes in the practice teaching session following the Herbartian steps.

TRANSFER OF TEACHING SKILLS:-

Shifting of Skills acquired during Micro setting to Macro setting.

Variables:- Teaching aptitude and teaching attitude are the two variables which will be controlled.

TOOLS FOR COLLECTION OF DATA:

1. Teaching aptitude test battery of Singh and Shastra
2. Ahluwliah Teacher attitude inventory
3. Micro teaching Skill rating Scale - A five point scale measuring the five skills developed by the investigator.

SAMPLE: The list of all B.Ed. Colleges in Universities of Karnataka State will be obtained. A sample of thirty Colleges in proportion to their total in different Universities will be selected randomly. In each College so selected all the teacher trainees who have offered methods of teaching Mathematics will be taken for this study.

DATA COLLECTION:

The services of the staff handling methods of teaching Mathematics in the B.Ed. Colleges and Office staff will be utilised.

ANALYSIS:

1. The aptitude test battery will be analysed.
2. The teacher attitude inventory will be analysed.
3. The self developed Micro Teaching rating scale will be analysed.
4. Analysing the Macro lesson.
5. Comparing the skills and drawing conclusions

DELIMITATIONS:

1. The sample is limited to only those Colleges of Education in Karnataka State.
2. Only five Micro teaching skills are taken into consideration

BIBLIOGRAPHY:

1. CHUDRA[illegible] R.B. - Trying out Micro Teaching Procedure in student teaching - M.Ed. Dissertation Baroda M.S. University 1971.
2. PASSI B.K. - Becoming Better Teacher - Micro Teaching approach - Ahmedabad - Sahitya Mudranalaya
3. SINGH L.P. - Classroom - interaction - Micro Teaching and Tr behaviour - Doctoral Dissertation - Baroda M.S. University.
4. Effect of Modelling and Micro Teaching in the acquisition of certain skills in questioning -Doctoral thesis M.S. University, Baroda 1975.

DURATION - One Year

PROPOSED BUDGET (COST OF THE PROJECT):

1. Construction of Teacher Rating Scale and Objective Test including printing charges	Rs. 10,000.00
2. Purchase of Test material	10,000.00

3. Conveyance and T.A. and D.A. during Data Collection	10,000.00
4. Analysis of Data	10,000.00
5. Preparation of the Research Report	10,000.00
6. Stationary	5,000.00
7. Research Assistant, Part-time Office Assistant, Incentive to Supervisors in B.Ed. Colleges.	12,000.00
8. Miscellaneous	5,000.00
Grand Total	72,000.00

APPENDIX II

WORKSHOP ON DEVELOPMENT OF SAMPLE SURVEY DESIGNS IN EDUCATION

DATES: DECEMBER 9th-20th, 1991

LIST OF PARTICIPANTS

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